



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2009
Code: 12481709
SAU: MSAD 54
School: Skowhegan Area Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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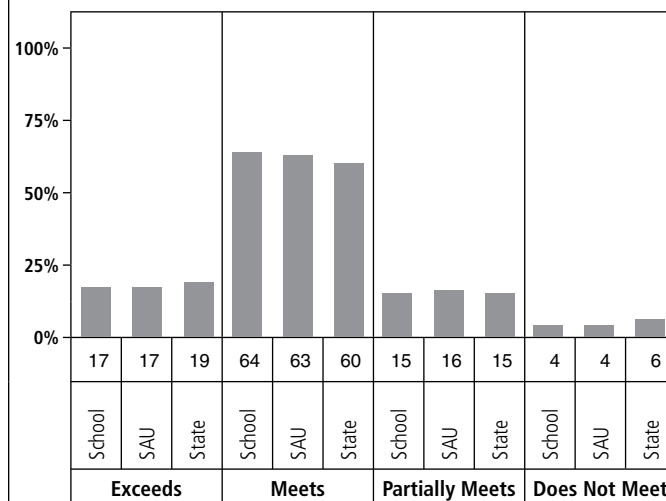
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: MSAD 54
School: Skowhegan Area Middle School

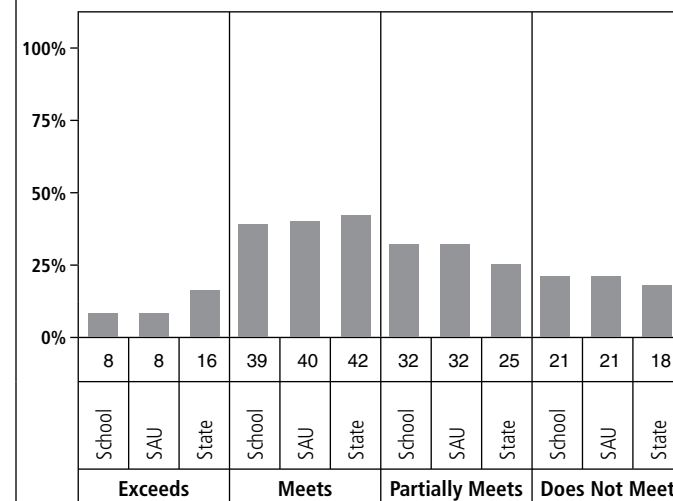
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	744	744	748
2007–2008	747	747	750
2008–2009	751	751	751
Cum. Avg.*	747	747	750
Mathematics			
2006–2007	737	736	742
2007–2008	737	736	743
2008–2009	742	742	745
Cum. Avg.*	739	738	743

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 7
SAU: MSAD 54
School: Skowhegan Area Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	207	100	209	100	14446	100	204	99	206	99	14316	99	204	99	206	99	14322	99						
Ethnicity African American/Black	1	0	1	0	432	3	1	100	1	100	416	97	1	100	1	100	421	98						
American Indian or Native Alaskan	1	0	1	0	124	1	1	100	1	100	121	98	1	100	1	100	122	99						
Asian or Pacific Islander	3	1	3	1	260	2	2	67	2	67	255	98	3	100	3	100	259	100						
Hispanic	0	0	0	0	147	1	0	0	0	0	144	99	0	0	0	0	144	99						
Caucasian/White	202	98	204	98	13483	93	200	99	202	99	13380	99	199	99	201	99	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	42	20	44	21	2428	17	42	100	44	100	2391	99	42	100	44	100	2391	99						
Current LEP	2	1	2	1	334	2	1	50	1	50	318	95	2	100	2	100	328	98						
Economically disadvantaged	94	45	95	45	5498	38	93	99	94	99	5431	99	92	98	93	98	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	165	80	165	79	11742	81	165	80	165	79	11754	81						
Identified disability (PET/IEP)	5	3	5	3	367	3	5	3	5	3	365	3						
LEP	1	1	1	1	168	1	2	1	2	1	169	1						
504 plan	1	1	1	1	183	2	1	1	1	1	187	2						
Participation with accommodations	38	18	39	19	2367	16	38	18	39	19	2366	16						
Identified disability (PET/IEP)	36	95	37	95	1819	77	36	95	37	95	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	3	8	3	8	84	4	3	8	3	8	80	3						
Other	1	3	1	3	358	15	1	3	1	3	346	15						
Participation through alternate assessment (PAAP)	1	0	2	1	205	1	1	0	2	1	202	1						
Identified disability (PET/IEP)	1	100	2	100	205	100	1	100	2	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	33	0	0	0	0	0	32	0						
Non-participation – other	3	1	3	1	97	1	3	1	3	1	92	1						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 7
SAU: MSAD 54
School: Skowhegan Area Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	18	9	18	9	2630	18
	2007-2008	31	14	31	14	2604	18
	2008-2009	35	17	35	17	2618	19
	Cum. Total*	84	13	84	13	7852	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	100	48	100	47	7605	51
	2007-2008	116	54	116	53	8049	55
	2008-2009	129	64	129	63	8484	60
	Cum. Total*	345	55	345	55	24138	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	58	28	59	28	3000	20
	2007-2008	40	19	40	18	2672	18
	2008-2009	31	15	32	16	2108	15
	Cum. Total*	129	21	131	21	7780	18
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	33	16	34	16	1620	11
	2007-2008	28	13	30	14	1190	8
	2008-2009	8	4	8	4	899	6
	Cum. Total*	69	11	72	11	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	34.5	61.6	34.5	61.6	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.9	59.5	11.9	59.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.6	62.8	22.5	62.5	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: MSAD 54
 School: Skowhegan Area Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	203	35	17	129	64	31	15	8	4	751	204	17	63	16	4	751	14109	19	60	15	6	751
Ethnicity																						
African American/Black	1										1						409	11	49	22	18	744
American Indian or Native Alaskan	1										1						117	12	53	19	16	746
Asian or Pacific Islander	2										2						253	24	59	11	6	753
Hispanic	0										0						142	14	56	17	13	747
Caucasian/White	199	34	17	126	63	31	16	8	4	751	200	17	63	16	4	751	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	41	1	2	17	41	16	39	7	17	739	42	2	40	40	17	739	2186	2	36	35	27	737
No	162	34	21	112	69	15	9	1	1	754	162	21	69	9	1	754	11923	22	65	11	3	754
Current LEP																						
Yes	1										1						311	4	41	29	26	739
No	202	35	17	128	63	31	15	8	4	751	203	17	63	16	4	751	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	92	7	8	58	63	21	23	6	7	747	93	8	62	24	6	747	5300	8	58	22	11	746
No	111	28	25	71	64	10	9	2	2	754	111	25	64	9	2	754	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	203	35	17	129	64	31	15	8	4	751	204	17	63	16	4	751	14101	19	60	15	6	751
Gender																						
Female	103	19	18	73	71	8	8	3	3	753	103	18	71	8	3	753	6993	24	61	11	4	754
Male	100	16	16	56	56	23	23	5	5	749	101	16	55	24	5	749	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	19	2	11	8	42	8	42	1	5	743	19	11	42	42	5	743	1025	10	53	27	11	745
No	184	33	18	121	66	23	13	7	4	752	185	18	65	13	4	752	13084	19	61	14	6	752
Gifted/talented program																						
Yes	22	11	50	11	50	0	0	0	0	763	22	50	50	0	0	763	676	66	33	1	0	766
No	181	24	13	118	65	31	17	8	4	750	182	13	65	18	4	750	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 7
SAU: MSAD 54
School: Skowhegan Area Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	6	55	2	18	3	27	739	5	0	55	18	27	739	7	8	48	25	19	743
B. less than one hour	53	14	13	76	71	15	14	2	2	751	53	13	70	15	2	751	52	17	62	15	6	751
C. one to two hours	40	21	26	44	55	13	16	2	3	753	40	26	55	16	3	753	37	23	61	12	4	753
D. more than two hours	1	0	0	3	100	0	0	0	0	747	1	0	100	0	0	747	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	25	18	36	30	60	2	4	0	0	758	25	36	60	4	0	758	30	33	56	7	4	756
B. good	55	14	13	74	67	17	15	5	5	751	55	13	67	16	5	751	49	16	64	14	5	751
C. fair	20	3	8	24	60	12	30	1	3	746	20	8	60	30	3	746	19	5	59	26	10	745
D. poor	0	0	0	1	100	0	0	0	0	752	0	0	100	0	0	752	3	3	45	32	21	740
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	35	17	24	44	63	8	11	1	1	754	35	24	63	11	1	754	33	24	62	10	3	754
B. They match some of what I have learned.	57	15	13	73	65	20	18	5	4	750	57	13	64	18	4	750	52	18	62	15	5	751
C. They match just a little of what I have learned.	6	2	18	6	55	2	18	1	9	746	6	18	55	18	9	746	11	11	54	23	13	746
D. There is no match.	3	0	0	4	80	1	20	0	0	744	3	0	80	20	0	744	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	12	3	13	14	58	4	17	3	13	746	12	13	58	17	13	746	17	16	55	18	12	748
B. about the same as my regular schoolwork	75	23	15	99	66	25	17	2	1	752	75	15	66	17	1	751	65	19	62	14	5	752
C. easier than my regular schoolwork	13	9	35	13	50	2	8	2	8	755	13	35	50	8	8	755	17	22	60	13	5	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	7	0	0	8	53	4	27	3	20	741	7	0	53	27	20	741	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	56	13	12	74	65	23	20	3	3	750	56	11	65	21	3	749	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	37	22	30	47	64	4	5	1	1	756	36	30	64	5	1	756	38	28	60	9	3	756
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	42	17	20	53	63	14	17	0	0	752	42	20	62	18	0	752	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	55	18	16	72	65	15	14	6	5	751	55	16	65	14	5	751	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	4	57	2	29	1	14	741	3	0	57	29	14	741	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	20	8	20	26	65	5	13	1	3	752	20	20	65	13	3	752	21	27	57	11	5	755
B. 20 minutes to an hour	47	22	23	57	60	12	13	4	4	753	47	23	60	13	4	753	45	22	62	12	4	753
C. less than 20 minutes	14	2	7	21	72	5	17	1	3	750	15	7	70	20	3	750	13	13	61	17	8	749
D. I rarely read at home.	19	3	8	25	66	9	24	1	3	747	19	8	66	24	3	747	21	7	59	24	11	746
Optional school/SAU question																						
A.	40	0	0	1	50	1	50	0	0	744	40	0	50	50	0	744						
B.	0										0											
C.	40	0	0	1	50	1	50	0	0	737	40	0	50	50	0	737						
D.	20	0	0	0	0	1	100	0	0	730	20	0	0	100	0	730						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 7
SAU: MSAD 54
School: Skowhegan Area Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	13	6	13	6	2142	14
	2007-2008	14	6	14	6	2028	14
	2008-2009	16	8	16	8	2220	16
	Cum. Total*	43	7	43	7	6390	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	68	33	68	32	5642	38
	2007-2008	75	35	75	34	5703	39
	2008-2009	80	39	81	40	5879	42
	Cum. Total*	223	36	224	35	17224	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	71	34	71	34	4077	27
	2007-2008	58	27	58	27	3733	26
	2008-2009	65	32	65	32	3537	25
	Cum. Total*	194	31	194	31	11347	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	57	27	59	28	3001	20
	2007-2008	69	32	71	33	3054	21
	2008-2009	42	21	42	21	2484	18
	Cum. Total*	168	27	172	27	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	27.8	49.6	27.8	49.6	29.9	53.4
A. Number	14	25	7.2	51.4	7.2	51.4	7.7	55.0
B. Data	16	29	7.5	46.9	7.5	46.9	8.1	50.6
C. Geometry	12	21	6.3	52.5	6.3	52.5	6.9	57.5
D. Algebra	14	25	6.8	48.6	6.8	48.6	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: MSAD 54
 School: Skowhegan Area Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	203	16	8	80	39	65	32	42	21	742	204	8	40	32	21	742	14120	16	42	25	18	745
Ethnicity																						
African American/Black	1										1						416	5	26	28	41	733
American Indian or Native Alaskan	1										1						119	8	30	31	30	737
Asian or Pacific Islander	3										3						258	25	43	19	13	750
Hispanic	0										0						142	8	39	23	30	739
Caucasian/White	198	14	7	80	40	62	31	42	21	741	199	7	41	31	21	741	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	41	0	0	6	15	13	32	22	54	727	42	0	17	31	52	727	2189	2	17	27	53	728
No	162	16	10	74	46	52	32	20	12	745	162	10	46	32	12	745	11931	18	46	25	11	748
Current LEP																						
Yes	2										2						323	4	20	28	48	729
No	201	15	7	80	40	64	32	42	21	742	202	7	40	32	21	742	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	91	2	2	26	29	39	43	24	26	737	92	2	29	42	26	737	5308	7	35	30	28	738
No	112	14	13	54	48	26	23	18	16	746	112	13	48	23	16	746	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	203	16	8	80	39	65	32	42	21	742	204	8	40	32	21	742	14112	16	42	25	18	745
Gender																						
Female	104	11	11	41	39	33	32	19	18	743	104	11	39	32	18	743	6992	16	43	25	16	745
Male	99	5	5	39	39	32	32	23	23	741	100	5	40	32	23	741	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	18	0	0	2	11	10	56	6	33	730	18	0	11	56	33	730	1024	7	26	36	31	736
No	185	16	9	78	42	55	30	36	19	743	186	9	42	30	19	743	13096	16	43	24	17	745
Gifted/talented program																						
Yes	22	9	41	12	55	1	5	0	0	763	22	41	55	5	0	763	676	68	29	2	0	767
No	181	7	4	68	38	64	35	42	23	739	182	4	38	35	23	739	13444	13	42	26	18	744

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 7
SAU: MSAD 54
School: Skowhegan Area Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	3	27	8	73	718	5	0	0	27	73	718	7	6	30	28	36	735
B. less than one hour	53	10	9	41	38	35	33	21	20	743	53	9	39	32	19	743	52	16	42	25	17	745
C. one to two hours	40	6	7	38	47	26	32	11	14	744	40	7	47	32	14	744	37	18	44	24	14	747
D. more than two hours	1	0	0	1	33	1	33	1	33	735	1	0	33	33	33	735	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	27	10	19	26	48	11	20	7	13	749	27	18	49	20	13	749	26	35	43	12	9	754
B. good	50	5	5	47	47	30	30	18	18	742	49	5	47	30	18	742	46	13	48	25	15	745
C. fair	20	1	2	6	15	21	51	13	32	734	20	2	15	51	32	734	23	3	32	37	27	737
D. poor	3	0	0	0	0	3	43	4	57	726	3	0	0	43	57	726	5	1	22	37	40	731
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	33	10	15	24	36	20	30	12	18	745	32	15	36	30	18	745	26	23	43	20	13	749
B. They match some of what I have learned.	50	6	6	48	47	29	28	19	19	743	50	6	48	28	18	743	53	15	45	26	15	746
C. They match just a little of what I have learned.	14	0	0	7	25	15	54	6	21	734	14	0	25	54	21	734	17	9	35	32	24	740
D. There is no match.	3	0	0	1	14	1	14	5	71	727	3	0	14	14	71	727	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	34	3	4	25	37	22	32	18	26	738	34	4	38	32	26	738	37	8	40	29	23	740
B. about the same as my regular schoolwork	59	12	10	47	39	40	34	20	17	744	59	10	39	34	17	744	51	16	44	25	15	746
C. easier than my regular schoolwork	7	1	7	7	47	3	20	4	27	742	7	7	47	20	27	742	12	41	35	13	11	755
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	52	9	9	40	38	39	38	16	15	742	52	9	39	37	15	742	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	43	7	8	36	42	18	21	24	28	741	42	8	42	21	28	741	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	6	0	0	4	36	6	55	1	9	740	5	0	36	55	9	740	5	14	27	25	34	738
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	1	9	1	9	5	45	4	36	733	5	9	9	45	36	733	8	8	30	29	33	737
B. 30–45 minutes	58	10	8	49	42	35	30	24	20	742	58	8	42	30	20	742	38	13	40	27	20	743
C. 45–60 minutes	26	5	10	22	42	13	25	12	23	742	26	9	43	25	23	742	42	20	45	23	12	748
D. more than 60 minutes	10	0	0	8	38	11	52	2	10	741	10	0	38	52	10	741	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	0	0	1	25	3	75	724	2	0	20	20	60	728	15	19	38	25	19	745
B. two or three days a week	12	2	8	7	29	7	29	8	33	736	12	8	29	29	33	736	31	18	42	24	16	746
C. two or three times a month	30	6	10	20	33	19	31	16	26	741	30	10	33	31	26	741	26	17	43	24	17	746
D. never or almost never	56	8	7	53	46	38	33	15	13	744	56	7	46	33	13	744	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	6	0	0	5	38	2	15	6	46	731	6	0	38	15	46	731	10	12	39	24	24	741
B. two or three days a week	27	2	4	20	36	24	44	9	16	740	27	4	36	44	16	740	22	13	43	26	18	744
C. two or three times each month	43	10	11	39	44	28	32	11	13	746	43	11	44	32	13	746	33	18	44	25	13	747
D. never or almost never	23	4	9	16	34	11	23	16	34	738	24	8	35	23	33	738	35	16	40	25	19	744
Optional school/SAU question																						
A.	40	0	0	0	0	1	50	1	50	726	40	0	0	50	50	726						
B.	0										0											
C.	40	0	0	0	0	1	50	1	50	727	40	0	0	50	50	727						
D.	20	0	0	0	0	1	100	0	0	732	20	0	0	100	0	732						

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